New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District-Level Priorities

District	Superintendent
Dunkirk City School District	Mr. Michael Mansfield

2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 identified in this plan.

1	**Teaching and Learning:** Our priority is to continue to ensure that every student receives high-quality, data-driven, personalized, and explicit instruction across all disciplines and learning environments, grounded in the Science of Reading (SOR). For the 2025–2026 school year, we will deepen the implementation of SOR-aligned instruction at the K–6 level and strategically expand planning, professional development, and curriculum alignment in grades 7–12.
2	**Student Achievement:** We prioritize maximizing student achievement for all learners by implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework that uses data to drive interventions, instruction, and goal setting. In the 2025–2026 school year, we will continue to build capacity at every level to ensure that every student receives timely, targeted support aligned with their individual needs.

3	**Social-Emotional Learning:** We prioritize Social-Emotional Learning (SEL) through a Multi-Tiered System of Supports (MTSS) that integrates attendance, student behavior, welcoming and affirming environments, the development of innovative school programming for students and families, and wellness initiatives focused on increasing access and opportunity across the district. In 2025–2026, our focus is on creating inclusive environments that proactively address students' needs and increase engagement through relationship-building and consistent social-emotional learning (SEL) practices.

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2025-26?	For the 2025–2026 school year, we will deepen the implementation of SOR-aligned instruction at the K–6 level and strategically expand planning, professional development, and curriculum alignment in grades 7–12.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	Dunkirk CSD is committed to building a coherent PreK–12 instructional system that ensures literacy equity for all students. This priority is rooted in the district's vision to provide every learner with high-quality, data-driven, and personalized instruction across all disciplines. During the 2024–2025 school year, the district advanced its Science of Reading (SOR) implementation in grades K–6, laying a foundation for instructional shifts that began yielding early gains, particularly in grades 4 and 6 at Dunkirk Intermediate, an ATSI school. However, significant foundational skill gaps remain in grade 3 and among key subgroups, including Black students and multilingual learners, as revealed through student performance data and stakeholder feedback during Envision-Analyze-Listen sessions. At Dunkirk Elementary School #3, also newly designated as ATSI, educators identified instructional time lost due to frequent transitions, a lack of cohesion in instructional materials, and persistent vocabulary and background knowledge gaps as key barriers to student learning. Both schools emphasized the need for more targeted support in literacy, particularly in vocabulary acquisition, and a stronger home-school connection to reinforce literacy at home. Districtwide, walkthrough tools and instructional leadership practices have not yet been implemented with fidelity, which limits leaders' ability to monitor and support effective instruction. Strengthening leadership capacity to utilize research-based

	walkthrough tools, paired with targeted coaching, is essential to achieving the district's long-term goal of consistent, high-quality teaching in every classroom. This Priority builds on foundational efforts while directly responding to insights from ATSI school teams. It aligns with and strengthens the district's other DCIP priorities (Student Achievement and SEL) by ensuring that strong instructional practices and equitable literacy access serve as the backbone for academic progress and an inclusive school culture.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Deepen K–6 SOR-Aligned Instruction	To deepen SOR-aligned instruction in grades K–6, the district will provide targeted professional development and instructional coaching focused on the components of structured literacy and explicit instruction. Implementation will include: • **Professional Development**: Teachers will engage in ongoing PD aligned to the science of reading (SOR), with a focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension. Sessions will	Ongoing professional development providers with SOR expertise Instructional coaches trained in structured literacy and explicit instruction Tiered intervention materials (e.g., DI Block, IRLA) and data analysis tools

	be differentiated by grade band and tied directly to core instructional materials and instructional delivery expectations. ● **Instructional Coaching**: Literacy coaches and leaders will provide job-embedded coaching to support lesson planning, delivery, and refinement of SOR-aligned practices. This includes modeling lessons, co-teaching, and providing feedback on instruction aligned with the explicit instruction framework. Grade bands will have embed instructional coaches. ● **WIN Time Refinement**: WIN (What I Need) time will be strategically used to reinforce SOR-aligned skills through small-group intervention and enrichment. This time will be structured around specific skill deficits identified through screening and classroom assessments, and instructional materials will be selected to align with SOR principles. K-3 will implement DI Block materials, and 4 - 8 will implement IRLA. as the intervention curriculum. ● **Learning Walks & Feedback Loops**: District and school leaders will conduct learning walks focused on key SOR look-fors—such as decoding practice, vocabulary routines, and opportunities for guided practice—and provide feedback to inform next steps for coaching and PD. The district is developing a tool that school leaders will use to reflect on our core programs. The instructional leadership team has created an Explicit Instruction feedback tool to be used by coaches and	

	leaders to provide feedback to teachers and for planning of professional development. This strategy ensures a consistent, research-based approach to early literacy instruction that is responsive to student needs and grounded in the science of how children learn to read.	
Building Leadership Capacity for Instructional learning walks & Feedback	This strategy focuses on coaching building and district leaders to confidently and consistently engage in classroom learning walks, use the district's instructional look-for tool, and deliver actionable, feedback-driven conversations aligned to the Science of Reading and other research-based instructional practices. Leaders will receive ongoing coaching and professional development on: • Planning and conducting learning walks • Providing specific, growth-oriented feedback • Managing resistance and building trust with staff <u>Implementation will include:</u> • Regular coaching sessions with each building leader • Use of the learning walk tool as a standard feedback anchor • Monitoring of usage and quality of learning walks • Support for follow-up actions that ensure real instructional change. **Instructional Leadership**: The district will implement a new leadership development process focused on strengthening principals' capacity as instructional leaders. This includes allocating dedicated time in their schedules for classroom walkthroughs, instructional coaching conversations, and data-driven decision-making. Principals will participate in monthly leadership learning communities where they will	Professional development on conducting non-evaluative walkthroughs Coaching support for building leaders Common observation tools aligned to SOR and district instructional look-fors Principals as instructional leaders, supported by time, training, and collaborative structures.

	engage in case studies, peer feedback, and reflection on instructional leadership practices aligned to DCIP strategies. This process aims to shift the principalship from operational oversight to instructional leadership at the core.	
Comprehensive Review of Current Co-Teaching Practices	Conduct a comprehensive review of current co-teaching practices across all buildings to identify strengths, inconsistencies, and areas for targeted support. Provide high-impact professional development on effective co-teaching models (e.g., station teaching, parallel teaching, team teaching) beginning in summer 2025 and continuing throughout the school year. Establish clear expectations and structures for co-teaching teams, including planning time, role clarity, and instructional responsibilities. Facilitate regular classroom learning walks with a specific focus on co-teaching implementation, differentiation, and student engagement.	Time and facilitation support for surveys, focus groups, and walkthroughs PD on co-teaching models and differentiation strategies District-approved data collection and look-for tools
Leadership Coaching	To strengthen instructional leadership aligned to this priority (and all other priorities as well), the district will implement the School Leaders' Lab—a structured leadership coaching program designed to build capacity in school-based leaders through monthly group sessions and 1:1 coaching. This strategy focuses on improving instructional systems, data-driven decision-making, and learning walk-based feedback aligned to the Science of Reading and Tier 1 instruction. The program entails:	Experienced leadership coach or consultant Time built into calendars for monthly group and individual coaching Goal-setting templates and leadership reflection protocols

	• **Monthly group coaching sessions** focused on key leadership levels, including instructional planning, adult support systems, and data use. • **1:1 coaching for principals or APs**, targeting building-specific challenges and leadership development goals. • **On-site learning walks** with debriefs that model effective instructional leadership practices and reinforce DCIP-aligned strategies (e.g., co-teaching, fluency, and vocabulary support). • **Leader reflection protocols and goal-setting tools** to ensure alignment with the district's instructional priorities. Implementation will begin in the summer of 2025 with leadership onboarding and baseline goal-setting. Coaching sessions will be integrated into the school year calendar, with progress monitored through implementation rubrics, learning walk data, and reflective feedback from participating leaders.	
Monthly Leadership Meetings & Progress Monitoring	This strategy focuses on strengthening instructional leadership and instructional decision-making through monthly leadership meetings grounded in student data, instructional trends, and real-time school observations. While the practice was implemented in 2024–2025, feedback indicated the need for a more focused and structured approach in 2025–2026 to ensure full execution. In 2025–2026, these monthly meetings will continue with refined structures and clearer outcomes: • **Data Protocols & Anchored Focus Areas**: Each meeting will center around a clearly defined instructional focus (e.g., fluency, vocabulary, explicit instruction, WIN Time), supported by a shared data protocol. Leaders will analyze STAR, Magnetic Reading	Standardized data protocols and meeting templates Central office or consultant facilitation for analysis and planning Data visualization tools to support decision-making (e.g., dashboards)

	(Skills)/CKLA (Knowledge), Savvas, IRLA, DI Block, Common Lit, NYS assessments, attendance, and behavioral data to identify trends and instructional gaps. ● **Classroom Observation Debriefs**: Non-evaluative learning walk data will be collected monthly using consistent 'look-for' tools aligned with DCIP goals. These debriefs will help identify both bright spots and areas that require targeted teacher support or professional development. ● **Decision-Making for Action**: Meetings will include a structured decision-making process to determine the next steps, whether that involves adjusting supports, coaching, or interventions. ● **Progress Monitoring for Leaders**: Each school will be expected to submit brief updates between meetings, documenting instructional improvements, progress on PD implementation, and follow-through on prior decisions. ● **Increase capacity for Leadership:** Through literature reviews, case studies, and structured collaborative problem-solving sessions focused on instructional leadership, data-driven decision-making, and effective implementation of district priorities. Implementation will be supported by the newly appointed Executive Director of Curriculum and Instruction and outside consultants, with roles and expectations clearly defined at the start of the year. Meeting outcomes will also feed into School	

	Leaders' Lab coaching cycles and learning walk trends analysis to support continuous instructional improvement.	
Nurture a District-Wide Literacy Strategic Plan	This strategy entails the full implementation of the current districtwide literacy plan designed to ensure every student receives high-quality, data-driven, and standards-aligned literacy instruction across all grade bands (PreK–12), grounded in the science of reading. Building on the foundational work from the 2024–2025 school year, the 2025–2026 implementation will focus on executing and sustaining the core components of the plan: ● **Consistent Literacy Vision and Expectations**: Each grade band will operate within a clearly defined vision of effective literacy instruction, aligned to standards, a research-based curriculum, and district expectations for instructional practices.Branding of our vision and beliefs with community and district presentations. ● **Curriculum Implementation and Assessment Alignment**: ○ K–2 will continue with the full implementation of a research-based curriculum. Roll out a new skills program and pilot a knowledge program midyear. ○ Grades 3–6 will use aligned assessment data to refine instruction and interventions. Writing will also be a focus, and teachers will implement the writing workshop model. ○ Grades 7–12 will continue to review and adjust the curriculum to ensure vertical coherence and alignment with literacy expectations. 7 - 12 ELA teachers will implement a new core curriculum.	Curriculum materials and alignment documents (PreK–12) PD for teachers and coaches on writing workshop, fluency, vocabulary Active literacy teams in each building with clear meeting time and goals

	SS teachers in grades 6 - 12 will be piloting a core program. ● **MTSS for Literacy**: The MTSS data cycle will be fully integrated into literacy practices, with school teams utilizing universal screening, diagnostic assessments, and progress monitoring tools to inform tiered instructional decisions. ● **Literacy Leadership Teams**: Each building will maintain active, well-trained literacy teams (PK–12), with clear roles for administrators, coaches, and teachers. These teams will lead data analysis, guide PD, and support instructional consistency. Literacy leaders and instructional leaders will be provided cognitive coaching to support their work with teachers. ● **Collaborative Planning and Continuous Improvement**: Common planning time will be protected for grade-level teams, coaches, and school leaders to engage in collaborative reviews of student data and progress toward implementation. This time will be used to drive real-time instructional adjustments and to align ongoing professional learning. Implementation will be monitored by the district instructional leadership team and supported by learning walks, progress checks with literacy teams, and structured data review protocols. Adjustments to curriculum, intervention models, and PD will be made based on ongoing evaluation of impact.	
WIN (What I Need) Time **RtI - Core / Research-based**	WIN (What I Need) Time is a districtwide strategy that provides targeted instructional time for intervention and enrichment aligned to the district's MTSS framework. In 2025–2026, WIN will continue with a stronger focus on data-informed groupings, progress monitoring, and addressing foundational skill gaps—including fluency and	Assessment tools for screening and progress monitoring PD on small-group instruction and academic language

Interventions and Enrichment	vocabulary—identified through the NYSED P–3 Literacy Attestations. Implementation will include: ● **Targeted Skill Focus**: WIN instruction will address identified academic needs, with a particular emphasis on developing fluency and vocabulary. Lessons will focus on mastering discrete skills and providing enrichment, rather than homework or test preparation. ● **Integrated Supports and SDI**: Students with disabilities will receive Specially Designed Instruction (SDI), and English Language Learners will access targeted language supports, integrated within WIN or provided as standalone services. ● **Data-Driven Grouping and Planning**: Grade-level and department teams will utilize screening and progress monitoring tools (e.g., STAR, Magnetic Reading, Savvas, Common Lit, and classroom assessments) to group students based on their skill needs. Teams will revisit student data regularly to adjust groupings and respond to progress. ● **Planning and Reflection Framework**: Educators will collaboratively answer the following guiding questions during team planning: ○ What data do we utilize to make decisions regarding student needs? ○ How do we access that data? ○ What do we do with the data? ● **Professional Learning and Instructional Alignment**: Teachers will receive professional development on evidence-based practices for fluency and vocabulary. Structured routines will be integrated into both core literacy blocks and WIN Time. Coaching, peer learning,	Flexible scheduling and instructional space for tiered supports

	and aligned materials will reinforce academic language development across content areas. Through these enhancements, WIN Time will serve as a critical structure for advancing literacy outcomes, ensuring equity, and accelerating growth for all students.	
Explicit Instruction	This strategy focuses on improving Tier 1 instruction through a district-wide professional development and coaching model centered on explicit instruction. In 2025–2026, the district will continue its 4-cycle PD and coaching plan, while tightening the focus and expanding beyond "Opportunities to Respond (OTR)" to include broader components of high-quality, explicit instruction. Implementation will include: ● **Expanded Focus Areas**: Professional development will address multiple evidence-based components of explicit instruction, such as modeling, guided practice, checks for understanding, scaffolding, and academic feedback, moving beyond OTR to support instructional rigor and clarity. ● **Cycle-Based PD & Coaching**: Instructional leaders and coaches will deliver four strategic PD cycles over the year, each with pre-identified focus areas. Each cycle will include: ○ A districtwide training session for all leaders ○ Classroom implementation with coaching support ○ Targeted learning walks using aligned look-fors ○ Team-based reflection and planning for next steps	Trainers and coaches with expertise in explicit instruction District-wide PD calendar and cycle-aligned planning documents Feedback tools for classroom observation and reflection

	• **Learning walk Calibration & Feedback**: School leaders and coaches will conduct non-evaluative learning walks using consistent, district-aligned tools. Debrief sessions will be used to reflect on implementation trends and plan supports at the teacher, grade, or building level. • **Embedded Coaching**: Instructional coaches will provide modeling, co-teaching, and feedback aligned to each cycle's focus. School leaders will participate in coaching conversations to support the transfer of learning to classrooms. • **Progress Monitoring & Accountability**: Data from learning walks, teacher reflections, and student performance will be reviewed during monthly leadership meetings to ensure accountability, adjust focus areas, and celebrate growth. This strategy will help ensure that explicit instruction is implemented with fidelity across classrooms, ultimately improving student engagement, clarity, and academic outcomes.	
Literacy-focused Learning Walks	This strategy aims to introduce and gradually implement literacy-focused learning walks across all schools, building a shared understanding, strengthening Tier 1 instruction, and promoting collective ownership of instructional improvement. In 2025–2026, the district will take a phased approach to implementation: • **Establish a Common Understanding**: The first phase will focus on building leadership and teacher understanding of what literacy-focused learning walks are, their purpose, and how they differ from evaluative observations. This will be done through principal	Time for PD and planning between literacy teams and coaches Customizable, co-developed look-for tools Meeting structures for debriefs and instructional planning

	meetings, PLCs, and introductory PD sessions in fall 2025. ● **Co-Develop Look-Fors**: Each school's literacy team will work with coaches and administrators to co-create look-fors aligned with the district literacy plan (e.g., vocabulary routines, fluency practices, use of grade-level texts, small group instruction). These indicators will guide learning walks and serve as a shared instructional focus. ● **Pilot Learning Walk Cycles**: By spring 2026, each building will implement at least two non-evaluative learning walk cycles. These will include: ○ A pre-walk planning session ○ Brief classroom visits by a cross-role team (leaders, coaches, possibly teachers) ○ A debrief conversation focused on trends, not individuals ○ Recommendations for professional learning and/or instructional next steps ● **Foster Teacher Engagement**: Teachers will be invited to participate in and reflect on the learning walk process, building buy-in and promoting a collaborative culture of improvement. ● **Monitor and Reflect**: Findings from learning walks will be discussed in monthly leadership meetings to inform coaching, PD, and instructional adjustments. This phased approach will allow the district to implement learning walks with purpose, consistency, and staff engagement, laying the foundation for more profound instructional coherence across buildings.	

Renaissance-U® PD designed to enhance educators' proficiency in utilizing Renaissance's suite of assessment and instructional tools.	This strategy focuses on increasing proficiency and confidence in using Renaissance's assessment and instructional tools to drive data-informed instruction and student growth. Through Renaissance-U®, staff will receive structured, role-specific professional development that builds understanding of how to interpret and act on data from tools such as STAR Assessments, Freckle, and other Renaissance platforms. Implementation will include: ● **Targeted Training Sessions** for school leaders, instructional coaches, and teachers to build a shared understanding of the full functionality and instructional applications of Renaissance tools. ● **Hands-on Learning Modules** that guide educators through data analysis, instructional planning, and progress monitoring using Renaissance dashboards and reports. ● **Ongoing Support** through coaching, embedded follow-up, and user support materials to ensure sustained use and application in classrooms. ● **Integration with MTSS Practices**, ensuring that Renaissance data informs small group instruction, WIN Time placements, and Tier 1 differentiation. This strategy will support the district's commitment to high-quality, data-driven instruction by ensuring that all educators are equipped to translate Renaissance data into actionable instructional moves.	Subscriptions/licenses for Renaissance-U® and tools (STAR, Freckle) PD facilitators certified in Renaissance tools Coaching support for data analysis and instructional application

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
Quantitative Targets: ● **60%** of teachers will strongly agree or agree that school leaders conduct regular, non-evaluative classroom visits to support teaching and learning (up from 46.60%). ● **70%** of intermediate students and **55%** of secondary students will agree that school administrators regularly visit classrooms (up from 53.68% and 22.35%, respectively). ● **75%** of classrooms observed will meet at least 3 of the district's "look-fors" during instructional walkthroughs. ● **90%** of students will demonstrate progress in literacy based on STAR Early Literacy and Reading assessments. ● **100%** of K–9 classrooms will implement structured WIN Time aligned to academic need. **Qualitative Aspirations:** ● Instructional practices across the district will reflect a consistent use of explicit instruction aligned to the science of reading. ● Co-teaching models will be implemented with clarity and consistency, supported by common planning time and regular feedback loops. ● Leadership capacity will be strengthened through monthly data-driven progress monitoring meetings and increased instructional visibility. ● The district literacy plan will be fully implemented across PK–12, with a clear vision and grade-band coherence. ● Learning walks will become an embedded practice for school leaders and teachers, creating a shared culture of instructional reflection and growth.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Each school submits WIN Time data protocols and student grouping plans.	By October 2025	
50% of classrooms meet 3 or more 'look-fors' during instructional walkthroughs; support plans in place for identified gaps	By November 2025	
All administrators complete first-round reflections from the explicit instruction PD cycle.	By November 2025	
100% of schools complete at least one round of learning walks.	By December 2025	
Initial co-teaching walkthroughs identify implementation in at least 60% of intended classrooms.	By December 2025	
STAR Literacy & Reading: At least 5% median Student Growth Percentile (SGP) increase in STAR for Early Literacy and Reading	By January 2026	

WIN Time Implementation: 85% of classrooms have evidence of WIN Time with clear documentation of groupings and interventions	By January 2026	
80% of school leaders complete the first two cycles of the Leadership Lab.	By January 2026	
K-6 teachers demonstrate consistent use of SOR-aligned practices in observation notes.	By January 2026	
Curriculum Alignment: 50% of 7–12 crosswalks submitted; 100% of K–6 revision needs documented	By January 2026	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2025-26?	We prioritize maximizing student achievement for all learners by implementing a comprehensive Multi-Tiered System of Supports (MTSS) framework that uses data to drive interventions, instruction, and goal setting. In the 2025–2026 school year, we will continue to build capacity at every level to ensure that every student receives timely, targeted support aligned with their individual needs.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	The MTSS framework provides a systematic, data-driven structure to support diverse learners. Prioritizing MTSS strengthens equity and enables early intervention, ensuring academic and behavioral needs are met proactively. Continued implementation builds on foundational work while addressing consistency, ownership, and sustainability. This priority also emerged through school-level reflections and stakeholder feedback collected during the Envision-Analyze-Listen process, particularly in schools identified for ATSI support. These schools identified gaps in how interventions are selected, implemented, and monitored, particularly when students transition from Tier 1 to Tier 2 and Tier 3 support. Addressing this need directly supports SCEP's key strategies, including targeted instruction, small-group support, and data-informed planning. To ensure fidelity and impact, this year's work will include the development and implementation of clearly defined systems and criteria for movement between tiers. Each school will establish shared protocols to identify when students need additional support, determine the appropriate interventions, and use consistent data to guide entry, progress, and exit from each level of support. This process will also reinforce coherence across district initiatives

	such as WIN Time, coaching, data protocols, and instructional decision-making. By prioritizing MTSS, Dunkirk is building a sustainable infrastructure that ensures every student receives timely, targeted support aligned with their needs, advancing our vision of equity, achievement, and long-term success for all learners.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Strengthen MTSS implementation	In 2025–2026, the focus will shift to formalizing and operationalizing the process for identifying when students need to move between tiers, ensuring a consistent approach across the district. **Implementation will include:** • **Developing Decision Rules**: The district MTSS committee will collaborate with school teams to define specific, data-informed criteria for movement between Tier 1, 2, and 3 supports. These rules will be grounded in screening data, progress monitoring results, classroom performance, and teacher input. • **Tiered Intervention Menu**: Each school will build a tiered intervention matrix aligned with district	Time and training for use of *Frontline Student Analytics Platform* to support data-based decisions. Professional development sessions focused on intervention strategies, data interpretation, and tiered supports. MTSS Decision-Making Tools (e.g., tiered intervention menus, fidelity rubrics, and goal-setting templates) to ensure

	expectations, listing available interventions, frequency, duration, and progress measures for each tier. ● **MTSS Fidelity Rubric**: Schools will utilize a shared rubric to evaluate their implementation status and pinpoint areas for improvement, ensuring consistency in practice across buildings. ● **Data Review Protocols**: Each school will conduct regular data meetings using agreed-upon protocols to determine student progress, adjust interventions, and document decisions regarding tier movement. ● **Ongoing PD and Coaching**: Staff will receive targeted professional development on data use, intervention strategies, and progress monitoring tools, supported by building-level coaches and district leads. ● **Student Goal-Setting Integration**: Students will be supported in setting personal learning goals and monitoring progress each trimester, reinforcing ownership and engagement within the MTSS framework. This goal-setting will be embedded in Tier 1 instruction and monitored every trimester using tools such as STAR and/or ORF. This strategy is designed to close existing gaps in implementation, clarify roles and responsibilities, and ensure that every student, regardless of their school or grade level, receives the proper support at the right time and in the right place.	consistency across buildings.
Strengthen District and School-Based MTSS Teams	The district will sustain and strengthen its two-tiered MTSS leadership structure by continuing monthly meetings of the District-Level MTSS Committee and	Dedicated meeting time in school schedules for regular MTSS team meetings

	weekly or biweekly meetings of School-Based MTSS Teams. ● The **District-Level MTSS Committee**, composed of cross-role representatives (administrators, teachers, counselors, special education, etc.), will meet monthly to review districtwide trends, support alignment across buildings, and refine MTSS protocols, intervention menus, and progress monitoring tools. ● Each school will maintain an active **School-Based MTSS Team**, responsible for implementing and monitoring interventions at the building level. These teams will meet weekly or biweekly to analyze screening and progress monitoring data, ensure interventions are delivered with fidelity, make tier movement decisions, and provide staff with the support needed to implement strategies effectively. This structure ensures both vertical alignment and consistent building-level action, fostering a responsive, data-driven MTSS system that supports all learners.	(district and building levels). Cross-role team membership (administrators, teachers, counselors, special education reps) to ensure all perspectives are represented. Behavior tracking tools and PD to integrate behavior into academic MTSS frameworks and support data collection for decision-making.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

Academic Growth:

- Achieve a 10% increase in STAR Early Literacy and Reading Student Growth Percentile (SGP) across all grade levels.
- 85% of intermediate students will strongly agree or agree that "School assignments push me to think and learn more."
- 65% of secondary students will strongly agree or agree that "I feel academically engaged and challenged at this school."

Instructional Practices:

- 70% of teachers will strongly agree or agree that "We use specific data protocols in grade level/content area team meetings to support our work in reviewing student work."

MTSS Implementation:

- 100% of schools will implement Tier 1–2–3 MTSS supports with fidelity, using data protocols to drive decision-making.
- 90% of students will demonstrate measurable academic growth through regular progress monitoring cycles.
- 80% of students will set and monitor personal academic learning goals each trimester.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year,	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*

if we are on track to achieve our end-of-year success criteria?)		
Fall STAR Assessment data shows baseline proficiency and growth targets for ELA and Math are established for each grade level.	September/October 2025	
Student goal-setting trackers and portfolios reflect ongoing academic reflections and goal updates.	Monthly starting October 2025	
Data protocols are developed and implemented in all grade/content teams.	October-November 2025	
WIN time groupings are adjusted based on progress monitoring data.	December 2025	
Mid-year STAR Assessment results indicate growth in student proficiency in targeted areas. Winter benchmark data shows 50–60% of students with positive progress trends in STAR/IRLA or local assessments	January-February 2026	
All schools document Tier 1 MTSS procedures; 75% have started Tier 2/3 interventions by mid-year	January 2026	
80% of students should have completed at least one round of goal	January 2026	

setting with reflection by end of 2nd trimester		
MTSS team meeting logs show interventions are monitored and revised based on data.	Monthly	
Survey responses (teacher/student) show improved perceptions of instructional support and academic challenge.	March-April 2026	
Spring STAR results reflect upward trend in student academic growth across K–12.	May 2026	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2025-26?	**Social-Emotional Learning:** We prioritize Social-Emotional Learning (SEL) through a Multi-Tiered System of Supports (MTSS) that integrates attendance, student behavior, welcoming and affirming environments, the development of innovative school programming for students and families, and wellness initiatives focused on increasing access and opportunity across the district. In 2025–2026, our focus is on creating inclusive environments that proactively address students' needs and increase engagement through relationship-building and consistent social-emotional learning (SEL) practices.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	SEL and student wellness are prerequisites to academic success. Strengthening Social-Emotional Learning (SEL) practices and integrating them with behavior and attendance systems fosters a culture of safety, connection, and accountability. District-wide alignment ensures students receive consistent, meaningful support across all buildings. In Dunkirk, particularly in schools identified for ATSI support, chronic absenteeism, inconsistent behavior systems, and limited adult-student connections have negatively impacted engagement and achievement. By embedding Social-Emotional Learning (SEL) into a Multi-Tiered System of Supports (MTSS), the district aims to proactively address these challenges, foster inclusive environments, and ensure that all students feel supported and ready to learn.

	This work also reinforces the district's commitment to providing increased access and opportunities for all students, promoting whole-child development, and ultimately contributing to stronger academic and social-emotional outcomes across all schools.

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Attendance & Engagement Task Forces	The district will continue to have Attendance & Engagement Task Forces in each school, composed of administrators, counselors, teachers, and support staff. These teams will monitor student attendance trends and lead proactive efforts to re-engage students who are chronically absent. **Implementation will include:** ● **Professional development** for all staff on accurate attendance tracking and the importance of real-time data entry using the district's attendance system. ● **Monthly attendance committee meetings** at each school to analyze chronic absenteeism data, identify patterns, and design school-based intervention plans. ○ Attendance committees are organized by building and attended by the Attendance officer. The committee will address targeted outreach protocols.	An Attendance Officer to present to the administration the proper attendance procedure and the current MTSS attendance plan. Admin to share with the staff in BOY. Mentor programs strategically implemented across the district. Motivational/Guest speakers who can present a message to students on perseverance, presence, and success

	○ Committees review SIRS-116 Reports and eSchool data (student attendance percentage by date range) to identify at-risk students, working with the Attendance Officer to address their attendance issues. ● **Bi-weekly meetings with school administration** to review progress, monitor interventions, and escalate persistent attendance concerns. ● **Targeted outreach protocols** (calls, home visits, meetings) to connect with families and identify barriers to attendance, followed by tailored support strategies (e.g., transportation assistance, counseling referrals). ● Creation of **attendance action plans** for high-need students, monitored for effectiveness and adjusted as needed. This strategy ensures that attendance is not just monitored but actively addressed with cross-functional support and data-informed decision-making.	Community engagement and meetings across the district on the impact of attendance on students' success in school and beyond. Continuing partnership with Prevention Works. Addition of an additional school counselor and placing a greater emphasis on the SEL and problem-solving component of this office. Continue and enhance partnership with Chautauqua County Mental Health and The Resource Center
SEL Training for Staff	This strategy builds staff capacity to embed Social-Emotional Learning (SEL) directly into academic instruction as a Tier 1 universal support, rather than treating it as a standalone initiative. It focuses on equipping all staff with the knowledge, skills, and mindset needed to foster supportive, emotionally safe learning environments across the district. Training will cover: ● The **revised MTSS plan** will explicitly define SEL as a core Tier 1 academic and behavioral support, ensuring that SEL is not siloed but is part of every student's learning experience.	SEL Curriculum will be funded by the McKinney-Vento Grant Trained TIG taff to turn-key TIG so that 90% of staff are trauma-informed Strategies to implement circle talks across the district that are strategically geared towards the

	• **Trauma-informed care** helps staff understand and respond to the impact of trauma on student behavior and learning. • **Restorative practices** and **community circles** to foster relationships, repair harm, and enhance the classroom community. • **Integration of SEL into academic instruction**, so that social-emotional learning becomes a daily, embedded part of the curriculum, not a standalone lesson. • **Adult SEL development** to ensure that staff are practicing self-awareness, stress management, and positive relationship-building, serving as models for students. • Deployment of **building-level SEL coaches** who will support ongoing implementation, model strategies, and serve as a resource for professional growth and accountability. ○ SEL data discussed at monthly data meetings (attendance, SAEBRS, BIC Room referrals) using a created district-wide tool. This strategy builds staff capacity across all roles, ensuring SEL is consistently embedded in both instruction and school culture.	building, grade, and age level being served McKinney Vento grant to fund SEL curriculum, SEL curriculum/instruction director, coaches, PD

Behavior Data Reviews	**Monthly school-level meetings** will be held to review behavior data trends, including office discipline referrals, incident types, and frequency. These reviews will identify patterns by grade level, location, time of day, and student groups. Teams will use this data to evaluate the effectiveness of current behavior interventions and make adjustments to classroom and school-wide practices as needed. **Second Step SEL lessons** will be used as Tier 1 supports to reinforce social-emotional skills related to self-regulation, conflict resolution, and empathy. **PAX implementation** will continue to be used in designated classrooms to promote positive behavior and improve classroom climate through proactive behavioral strategies. Data will inform the development of behavior support plans, Tier 2/3 interventions, and staff PD topics related to classroom management and de-escalation techniques. Findings from the reviews will be shared with school leadership teams and used to guide coaching, professional development, and student support, aligning with the MTSS framework.	PD for PAX for all staff, refresher, and new teacher training Second step PD
SEL-Focused Learning Walks	Leadership teams at each building will conduct quarterly learning walks, focusing on observing student-staff interactions, classroom climate, and evidence of social-emotional learning (SEL) integration. A district-developed SEL walkthrough tool will be used to ensure consistent observations aligned to key indicators such as student engagement, emotional safety, relationship-building, and culturally responsive practices.	Monthly learning walks in each building, followed by a debrief meeting.

	Walkthroughs will include debrief sessions to reflect on trends, identify promising practices, and determine next steps for improvement or support. Findings will be shared with staff in a strengths-based manner to promote transparency, trust, and shared ownership of school climate. Walkthrough data will inform building-level SEL coaching, PD needs, and updates to SEL implementation plans, ensuring SEL is continuously monitored and refined as a Tier 1 support.	

Student Voice & Belonging Initiatives	Each school will host student forums at least twice a year to gather input on school climate, engagement, and inclusivity. The findings will be shared with leadership and staff to guide improvement efforts. Student surveys will be administered annually to assess perceptions of belonging, safety, and relationships. The data collected will inform SEL strategies and building-level action steps. Culture-building programs such as peer mentoring, student-led initiatives, and school-wide community-building events (e.g., spirit days, assemblies) will be developed to promote inclusive school environments. Community circles and peer-led discussions will be implemented to foster open dialogue, strengthen peer relationships, and provide students with regular opportunities to share their perspectives in a safe and structured setting. Student voice findings will be incorporated into DCIP/SCEP plans, equity work, and SEL action plans to ensure alignment with district priorities and promote meaningful engagement.	Survey platform, Staff time for student forums, Funding for school events

Innovative Programming providing increased access and opportunity to all students	**My Brother's Keeper (MBK) Fellows** The MBK Fellows initiative will continue to support selected high school students as they engage in leadership development, community service, and mentoring activities. Fellows will participate in district and regional conferences, serve as role models for younger students, and collaborate with school leaders on projects that elevate student voice and promote equity. **MBK Ambassadors** Expanding from the Fellows model, the Ambassadors program will reach a broader group of students across grade levels to promote the MBK values of mentorship, leadership, and civic engagement. Ambassadors will receive training, engage in building-based initiatives to support peers, and assist in cultivating a positive school culture rooted in inclusion and accountability. **Peer Mentoring Program** Each school will develop a peer mentoring model tailored to meet the needs of its students. Older students will be paired with younger peers to provide academic, behavioral, and emotional support. This program will promote leadership development among mentors while fostering trust, confidence, and connection for mentees. Mentors will receive training and ongoing check-ins with faculty advisors to ensure impact and sustainability. **Family and Community Advisory Teams (Building-Based)** Rather than one districtwide team, each school will form a *Building-Based Family and Community Advisory Team* focused on identifying what meaningful family engagement looks like in their specific context. These teams will include family members, community partners, and staff who will co-create action steps to	MBK Community of Practice (nationwide) NYS MBK Fellows Community (NYS) NYS DEI Representation (NYS)- statewide DEI initiatives Buffalo Public Schools/Regional-Collaboration Peaceful Schools (Circle Keeper Training) - mentoring program MBK coordinator, Transportation and event funding, Leadership mentoring resources Ambassador training materials, Building-based leadership advisor, Community event support Mentor training resources, Staff mentor advisors, Student recognition incentives Facilitator training, Meeting materials,

	strengthen school-home partnerships. This localized approach allows for tailored engagement strategies that reflect the unique demographics, needs, and strengths of each building.	Parent/community outreach materials

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.
Quantitative Measures: • School building teams will review attendance data monthly and compare it to the same period in 2024–25. The ultimate goal is to sustain at least a 10% increase in attendance rates throughout the year. Attendance & Engagement Task Forces will document trends, identify students at risk, and implement targeted intervention plans as needed to maintain this rate. • School building teams will monitor discipline referral data monthly and compare cumulative referrals to the same period in 2024–25. The goal is to sustain at least a 10% reduction in referrals at every checkpoint. Teams will use data reviews to adjust Tier 1 behavior supports and identify students requiring Tier 2/3 interventions. Plans and adjustments will be documented in the building meeting minutes. • At least 75% of classrooms observed during SEL learning walks demonstrate 3 or more key SEL look-fors. • 90% of instructional staff and 100% of building/district administrators complete the district SEL training series. • 15% increase on SEL-related student survey indicators such as “I feel safe and supported at school.” • At least 60% of students report feeling a sense of belonging and connection at school, based on student voice forums and surveys. **Qualitative Descriptions:** • Staff consistently embed SEL into academic instruction, evident in walkthrough reflections, lesson plans, and debrief sessions. • Attendance & Engagement Task Forces are active and data-driven in all buildings, with targeted plans tailored to individual students. • Building-Based Family and Community Advisory Teams co-create actionable family engagement plans aligned to community needs.

- MBK Fellows and Ambassadors lead initiatives that elevate student voice, with documented impact through student-led projects and peer feedback.
- Peer mentoring programs are established in all buildings, with mentor/mentee reflections showing increased confidence, connection, and support.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Monthly behavior data reviews show a decline in disruptive incidents across 50%+ of classrooms.	Quarterly (Oct, Jan, March, June)	
Each building-based Family & Community Advisory Team meets at least 3 times, with action steps documented.	Meetings are held in October, January, and April	
70%+ of teachers complete SEL PD and report increased confidence in embedding SEL strategies into instruction	By January 2026	

SEL Survey Improvement: Mid-year survey shows at least +7% positive change on key SEL perception indicators	By January 2026	
Staff Training Completion: 75% of staff should have completed at least 2 of the planned SEL trainings	By January 2026	
Behavioral Disruption Decrease: Review discipline referral data by January to confirm at least a 5% reduction from prior year	By January 2026	
Attendance Growth (Chronically Absent): Target a 2–3% increase in attendance rates for previously identified students	By January 2026	
SEL Learning Walks: At least 1 learning walk completed at every school by mid-year with trends shared during admin PD sessions	By January 2026	
At least 50% of peer mentors and mentees report improved academic and emotional support experiences (survey)	Mid-Year (January 2026) and End-of-Year (June 2026)	
Each school has hosted at least 1 Student Forum with documented feedback that informs SEL planning.	By February 2026 and June 2026	
At least 75% of teachers report positive trends in student engagement and classroom climate via survey.	Spring 2026 Survey Results	

Priority 3

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 2025-26?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES

What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above**? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

What will we prioritize to extend success in 2025-26?	
Why is this a priority? *Things to potentially take into consideration when crafting this response:* ● *How does this Priority fit into the District's vision, values and aspirations?* ● *Why did this emerge as something to prioritize?* ● *What makes this the right Priority to pursue?* ● *How does this fit into other Priorities and the District's long-term plans?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?* ● *In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?*	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **to know that we are on track to meet the end-of-the-year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	**What we ended up seeing** *(complete after the date listed in the preceding column)*

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School *(if applicable)*
Kisun Peters	Principal	Primary School #3
Danielle Russell	Principal	Primary School #5
Angie Penhollow	Principal	Primary School #7
Kimberly Texter	Principal	Intermediate School
Stephanie Berghold	Assistant Principal	Intermediate School
Brian Swatland	Director of Secondary Education	Secondary School
Josh Tedone	House Principal	Secondary School
Michael Brown	House Principal	Secondary School
Rebecca Farwell	Executive Director of Academic Programs and Data	

Corinna Hooge	Director of Special Programs and Grants	
Michele Heenan	CIO and DDC	
Mark Frazier	Executive Director of Leadership and HR	
Michael Mansfield	Superintendent	
Jennifer Sobilo	Director of Special Education	
Kristin Mackiewicz	Director of Communications	
Aaron Pietro	Teacher	High School
Kyle Jarrell	Teacher	Middle School
Lisa Czarnecki	Teacher	Middle School
Dawn Hoth	Teacher	Middle School
Jessica Davis	Reading Specialist	Intermediate School
Julie Freling	Grade 4 Teacher	Intermediate School
Alexander Phillips	ELL Teacher	Intermediate School
Sheri Schue	Grade 3 Teacher	Intermediate School
Michael Thompson	Grade 5 Teacher	Intermediate School
Sarah Meyers	ELL Teacher	Intermediate School
James Quinn	Grade 6 Teacher	Intermediate School
Brian Crawford	PE Teacher	Intermediate School
Laura Munson	Primary Teacher	Elementary School #3
Denise Sievert	Primary Teacher	Elementary School #3
Marianne Borzilleri	Primary Teacher	Elementary School #3
Deb Wisnewski	Primary Teacher	Elementary School #3

Amanda Kulig	Primary Teacher	Elementary School #3
Jessica Houghtaling	TOSA	All Primary Buildings
Kristina Damon	Primary Teacher	
Terry-Ann Campbell-Barnett	Parent	
Dawn Nye	Parent	
Omarilis Pagan Santiago	Parent	
Ashley Kirkland	Parent	
Carmen Alverio	Parent	

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
11.20.24	Dunkirk CSD Central Office
1.21.25	Dunkirk CSD Central Office
3.25.25	Dunkirk CSD Central Office
6.10.25	Dunkirk CSD Central Office

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?

Teachers responsible for teaching each identified subgroup	During planning for the identified school's 25-26 SCEP Dunkirk Elementary School #3 and Dunkirk Intermediate teachers discussed the priorities for the district plan. It was important for this group that the district plan shared components of the building plan.
Parents with children from each identified subgroup	Same as above
Secondary Schools: Students from each identified subgroup	During student interviews, students were asked how the school plan should be used to support a district plan.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X The DCIP will be posted on the district's website and easily accessible when navigating the website.
5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 1, 2025, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).